

Edward Wilson Primary School

Inspection report

Unique Reference Number	101110
Local Authority	Westminster
Inspection number	335660
Inspection dates	4–5 March 2010
Reporting inspector	Linda Pickles

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	442
Appropriate authority	The governing body
Chair	Nick Stewart
Headteacher	Debra Okitikpi
Date of previous school inspection	12 December 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspection team spent three quarters of the time in classrooms, inspected 22 lessons and observed all of the 16 class teachers at least once. They held meetings with governors, staff, groups of pupils and a representative from the local authority. They observed the school's work and looked at various documentation, including development plans, the school's monitoring of provision, safeguarding policies and procedures and 216 questionnaires completed by parents and carers. They also looked at questionnaires from a selection of pupils in Years 3 to 6 and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils, particularly those with special educational needs and/or disabilities and those with a first language other than English
- the quality of teaching to determine if is sufficiently challenging
- the effectiveness of the school's leadership in securing improvement based on accurate self-evaluation
- the progress made the youngest children from their starting points, particularly in communication, language and literacy, and mathematical development.

Information about the school

Edward Wilson Primary is a larger than average primary school. Most pupils come from a wide range of minority ethnic groups. The majority of pupils are entitled to free school meals, which is well above average. The proportion of pupils with a first language other than English is well above that found nationally and a majority are at the early stages of learning English. The proportion of pupils who have special educational needs and/or disabilities is well above the national average, and most of these have moderate learning difficulties. The school has a resource base for pupils with visual impairment. The number of pupils who join or leave the school other than at the usual times of admission is higher than that found nationally. The school has the Artsmark gold award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Edward Wilson Primary is a satisfactory school where pupils from many different cultural backgrounds work and play together harmoniously. Parents and carers greatly appreciate the school's work, particularly the good care and support provided for pupils and their families and the effective links between home and school. These make a significant contribution to good personal development and well-being of pupils, especially those who are new to the school and speak little or no English. As one parent stated, 'The school is very supportive for me and my child.' The school's actions to improve low rates of attendance are beginning to have a positive impact. Pupils behave well and enjoy being at school. This pupil's comment is typical of many, 'I enjoy school because I have lots of friends and we do fun things.'

The quality of pupils' learning and the progress they make is satisfactory. Children enter the Early Years Foundation Stage with skills and understanding well below those expected for their age and make good progress. Pupils make satisfactory progress in Years 1 to 6, although this is accelerating in Years 2 and 5. Progress in reading across the school is good. Standards dipped in 2009 but the pupils in Year 6 are now making satisfactory progress from their starting points and their attainment is broadly average. Pupils with a first language other than English make sound progress because the school closely monitors the achievement of those from different minority ethnic groups and ensures appropriate support. Pupils with special educational needs and/or disabilities make satisfactory progress in line with their peers due to good support in lessons. The very small minority of pupils with complex needs make good progress because of the high quality, specialist support they receive both in lessons and at playtimes.

The quality of teaching is satisfactory, though there is some outstanding practice. In lessons where the pace of learning is slower, assessment data are not used sufficiently rigorously to plan activities which meet the needs of all pupils and enable them to make good progress, and their understanding is not assessed during the lesson. The extent to which pupils are informed about how they can improve their work or have opportunities to assess their own learning is not yet consistent across the school. The curriculum is satisfactory because the newly introduced International Primary Curriculum is still developing. The school recognises that the role of middle managers in monitoring its delivery and impact is still at an early stage.

The headteacher and other senior leaders have a very accurate and realistic understanding of the school's strengths and weaknesses. After a period of considerable instability since the last inspection, the headteacher's purposeful leadership has ensured that the school's priorities are focused on improving achievement and this is evident in the improved progress made by all year groups in reading. The quality of teaching is

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improving as a result of systematic monitoring and development. The systems for tracking pupils' progress are comprehensive and rigorous, with high levels of accountability for success. This demonstrates that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Use the outcomes of monitoring more rigorously to improve the proportion of good and better teaching to raise attainment and improve progress in writing and mathematics by:
 - sharing existing good and outstanding practice in school
 - using assessment information to plan work which more accurately matches the ability levels within classes and allows all pupils to make good progress
 - taking more opportunities to check pupils' understanding during lessons.
- Improve the quality of marking by building on examples of current good practice in the school to ensure that:
 - marking makes clear to pupils what they need to do to improve their work
 - pupils are provided with more opportunities to assess their own learning.
- Strengthen and extend the role of middle leaders in monitoring pupils' progress and the quality of teaching in the non-core subjects.

Outcomes for individuals and groups of pupils

3

Recent improvements in the teaching of reading and the impact of intervention strategies are raising attainment in this subject. The school has taken prompt action to reverse the slower progress made by some pupils from a range of minority ethnic backgrounds in 2009 and there is no marked variation in the performance of different groups of pupils.

Pupils enjoy their learning, as seen in an outstanding Year 6 mathematics lesson where pupils were finding patterns and devising formulas. Careful planning, based on accurate assessment information, ensured pupils of all ability levels were challenged in their learning and tasks sustained their interest and allowed them all to be actively involved in the lesson. In all lessons observed, pupils demonstrated positive attitudes and an enthusiasm for learning. In lessons seen where progress was slower, activities did not provide sufficient challenge to extend pupils' thinking and their understanding was not checked during the lesson. Pupils know their targets in English and mathematics and are involved in assessing their own learning, although this is not consistent across all year groups.

Pupils are confident that adults will sort out any concerns they may have. They make a good contribution to the school and wider community, particularly through the school council and varied monitor roles at lunchtime, some of which have been initiated by pupils. They have a good understanding of how a healthy diet and exercise contribute to

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their well-being and take-up of sporting activities is high. Pupils are particularly enthusiastic about their weekly specialist dance lessons. Pupils behave well in class and around school and clearly understand the difference between right and wrong. Their values and respect for different cultures make a significant contribution to the harmonious daily life of the school. Pupils' positive attitudes and well-developed information and communication technology (ICT) skills mean that they are adequately prepared for the next stage of their education. Pupils' enjoyment of art and the quality of their work is reflected in the school's Artsmark gold award.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All teachers manage calm and well-organised classrooms and successfully encourage pupils to behave well and enjoy their learning because resources are imaginative and varied. Additional adults are deployed effectively during lessons to meet the needs of pupils with special educational needs and/or disabilities who require extra support. Pupils make good progress in lessons where expectations of what they can achieve are high, assessment data are used effectively to plan activities which challenge pupils of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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differing abilities and skilful questioning assesses their understanding. Where progress is slower, activities do not provide sufficient challenge for all pupils and there are limited opportunities for pupils to demonstrate what they have learnt. Marking is regular and positive. The school has accurately identified that the extent to which pupils are given guidance on how to improve their work is inconsistent across subjects.

Good levels of care and support and close collaboration between teachers and other adults enable the individual needs of pupils to be met, particularly those identified as vulnerable. The newly introduced International Primary Curriculum provides exciting learning opportunities with meaningful links made between subjects and good opportunities for pupils to use ICT. The school recognises, however, that this is still developing. A wide range of extra-curricular activities such as African drumming, family ICT and film club, as well as a range of trips, to London for example, and residential visits provide valuable enrichment activities and take-up is high. Specialist Spanish lessons for pupils in Key Stage 2 and provision for gifted and talented pupils contribute to the improving provision.

Staff take good care of the pupils and all have regular training in child welfare. Induction arrangements for pupils who arrive outside the usual dates of admission are effective and enable them to settle quickly into school routines. Pupils who require additional pastoral support are identified early and this support is good. The school has rigorous systems in place to improve attendance, which is starting to have a positive impact, particularly on those pupils who are persistently absent. The school works in close partnership with parents and carers and the home school worker has been successful in involving parents and carers in supporting their child's learning and enabling adults to access further education and develop their own skills for learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior leaders are committed to the drive to quicken the rate of pupils' progress and they have an incisive awareness of the school's strengths and weaknesses, based on accurate self-evaluation. Improvement planning is centred appropriately on raising standards and accelerating progress and this is starting to have an impact, although this is not yet even across all year groups. The quality of teaching is improving as a result of the school's rigorous monitoring to ensure all pupils make good progress in the core subjects of English and mathematics, and the school has made

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effective use of support from the local authority. The school recognises that opportunities for managers of foundation subjects to monitor the quality of teaching and pupils' progress are currently limited. Governors discharge their statutory responsibilities satisfactorily and promote the safety of all staff and pupils. They regularly visit the school and have established clear systems for monitoring attainment. They are beginning to develop appropriate procedures so that they are able to hold the school to account for its performance.

Leaders promote respect for individuals by valuing the diversity of the school community and good opportunities are provided for pupils to become aware of different cultures both nationally and globally. These are good examples of the effective promotion of community cohesion. The performance of pupils from different minority ethnic groups is closely monitored and pupils in danger of underachieving are promptly identified and supported. Links between home and school are strong and workshops for parents and carers are organised regularly and are well attended. The school works effectively with a range of partners, particularly the on-site resource unit for visually impaired pupils, and these make a significant contribution to the pupils' full inclusion into school life. Challenging targets are set and the school recognises that pupils need to make good progress in order to reach them. Procedures for safeguarding were good at the time of the inspection and all staff are well trained to meet the health and safety needs of pupils, including the most vulnerable.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

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Children make very good progress in their personal, social and emotional development because the adults in the Early Years Foundation Stage have an in-depth knowledge of child development and relationships are good. Most children, including those with special educational needs and/or disabilities and those with a first language other than English, make good progress from their starting points. Children develop good levels of independence because activities allow them to make their own choices and work and play together safely and harmoniously.

The high quality outdoor provision for both Nursery and Reception makes a significant contribution to children's very good progress in their physical development. Some opportunities to develop children's writing skills, however, are missed in the Reception outdoor area. Children's safety and welfare are promoted well through high levels of supervision and support for activities. Progress is carefully tracked and adults make good use of assessment information and outcomes from observations to plan suitable activities. The Early Years Foundation Stage is well led and achievement significantly improved in 2009 across all areas of learning because of robust monitoring of provision and outcomes. Transition arrangements are well established and the school has good relationships with parents and carers and effective links with outside agencies.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

From the returned questionnaires, it is clear that the school enjoys the confidence and support of the very large majority of parents and carers. Most responses to questions were positive and almost all agree that their children enjoy school. A few noted concerns about how effectively the school helps parents and carers to support their children's learning and the extent to which the school takes account of their suggestions and concerns. Inspectors found that parents and carers are provided with good opportunities to support their child's learning and that the school responds appropriately to parents' and carers' suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edward Wilson Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 216 completed questionnaires by the end of the on-site inspection. In total, there are 442 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	143	66	71	33	0	0	0	0
The school keeps my child safe	128	59	83	38	1	0	0	0
The school informs me about my child's progress	118	55	84	39	10	5	0	0
My child is making enough progress at this school	91	42	111	51	11	5	1	0
The teaching is good at this school	116	54	91	42	6	3	1	0
The school helps me to support my child's learning	102	47	98	45	11	5	2	1
The school helps my child to have a healthy lifestyle	90	42	113	52	10	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	90	42	99	46	7	3	0	0
The school meets my child's particular needs	82	38	106	49	9	4	2	1
The school deals effectively with unacceptable behaviour	80	37	115	53	8	4	1	0
The school takes account of my suggestions and concerns	68	31	116	54	14	6	3	1
The school is led and managed effectively	84	39	108	50	8	4	1	0
Overall, I am happy with my child's experience at this school	113	52	92	43	5	2	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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8 March 2010

Dear Pupils

Inspection of Edward Wilson Primary School, London W2 5TL

Thank you for making the members of the inspection team so welcome when we came to your school recently. We enjoyed talking to you and listening to your views about the school. You told us that you enjoy school and the teachers and other adults help you in your learning.

These are the things we think are good about your school:

- The adults in school look after you well and help you to develop into caring and considerate individuals.
- You behave well and enjoy learning in lessons.
- You have good relationships with your teachers, adults in school and your friends.
- Pupils from lots of different backgrounds get on well with each other.
- Your headteacher and teachers have good plans to make your school even better.

To help the school improve, these are some of the things we have asked the headteacher, teachers and governors to do:

- Give your teachers more opportunities to share ideas with each other to improve your learning.
- Make sure you are given work in lessons which challenges you and allows you all to make good progress.
- Give you opportunities to show the teachers how well you are learning in lessons and what you have understood.
- Give you more information about what you can do to improve your work.
- Let you get more involved in finding out how well you are doing.
- Make sure that teachers check how well you are learning in all your subjects, not just English, mathematics and science.

You can help by coming to school every day and continuing to work hard and behaving well. Good luck for the future.

Yours sincerely

Linda Pickles

Lead Inspector

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