

Wilbury Primary School

Inspection report

Unique Reference Number	102013
Local Authority	Enfield
Inspection number	335821
Inspection dates	4–5 November 2009
Reporting inspector	Carmen Rodney HMI

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	Boys
Number of pupils on the school roll	930
Appropriate authority	The governing body
Chair	Mr Leon Levy
Headteacher	Mrs Sandra Heaviside
Date of previous school inspection	8 January 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 31 lessons and held meetings with governors, staff, groups of pupils, parents and the School Improvement Partner. They observed the school's work, and looked at the school's self-evaluation, development plan, policies, pupils' work, and analysed 100 parental questionnaires.

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

- the key factors underpinning the attainment of pupils in English, mathematics and science
- the achievement of children in the Early Years Foundation Stage and pupils at both key stages to determine the suitability of the curriculum and whether teaching is sufficiently challenging
- the extent to which the provision for personal development, care, guidance and support lead to improved outcomes for all pupils
- the use of assessment data and target setting to inform planning and drive improvement
- the accuracy of evaluation and the impact of leaders at all levels on improving the school.

Information about the school

Wilbury Primary is considerably larger than the average primary school. The school serves an ethnically diverse community. The vast majority of pupils are from a wide range of different cultural heritages, the largest single groups coming from Other White, African and Caribbean backgrounds. The proportion of pupils who speak English as an additional language is high. A very small minority are at an early stage of learning English, of whom a few are asylum seekers or refugees. While the proportion of pupils with a statement of special educational need is below average, a high proportion have special educational needs and/or disabilities. An increasing proportion of pupils live in temporary accommodation and the number entering and leaving the school at other than the normal time is high. The school has a large ethnic minority achievement team that supports pupils learning English and raising standards across the curriculum. The school has achieved many awards, including Investor in People, Healthy School, Leading Parent Partnership and Basic Skills Quality Mark.

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

3

Main findings

Wilbury Primary School is a very happy, culturally diverse community where every child receives outstanding care, guidance and support. The ethos of inclusiveness and the excellent racial harmony ensure that pupils feel highly valued and proud of their school. Consequently, the overwhelming majority of parents feel that their children are 'very safe and secure', that 'communication is good' and that exceptionally good support systems, such as Place 2 Be and the transition arrangements, contribute very well to their children's personal development.

The school's approach to modifying provision to meet pupils' needs is a renowned hallmark, which has been acknowledged by the Inclusion Award. The school is very successful at helping new arrivals with little or no English or experience of the British way of life to adapt and learn the language quickly. Pupils who had to acclimatise spoke positively about learning to master English within a short time because of the very good support they received. Teaching, which is satisfactory, with much that is good, ensures that learning is fun and pupils are motivated. While lessons stimulate pupils to learn, most are not yet consistently good to ensure that all pupils make rapid progress to attain at least average standards in English, mathematics and science.

The staff know their pupils very well and, while they are successful at helping them to flourish socially, they recognise that there is still more to do to help them thrive academically and to accelerate their progress. Most pupils arrive with well below age-related skills in literacy and numeracy, and high mobility affects their achievement. Despite these perceived barriers, members of the leadership team, including governors, have responded positively to dismantling them to quicken pupils' progress. They have increased the momentum for improvement and are well placed to tackle the underlying factors affecting learning. As a result, there is a sharper focus on improving teaching and using data to drive attainment, although this is less developed in the Early Years Foundation Stage. Additionally, swift action has been taken to tackle underachievement in mathematics and to ensure that pupils' generally better progress in English can be sustained by building on the good practices. Actions to bring about change for the better are beginning to show dividends through the stringent and successful steps taken to improve attendance, the implementation of the creative curriculum and robust strategies to improve literacy and numeracy.

The school is led and managed well and leadership is effectively distributed across the very able deputies, who, with the middle managers, have a good understanding of the next steps to improve attainment. This cohesive team ensures that the school runs smoothly and makes a major contribution to the increasing focus on outcomes for every pupil. Self-evaluation is usually accurate but leaders have tended to be overgenerous in

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their judgement of pupils' attainment and achievement without properly referencing the results to the national averages. Additionally, the development plan does not always have measurable targets set against national expectations. Nevertheless, careful monitoring of lessons identifies where the strengths and weaknesses lie and there is very good support for staff.

A small proportion of schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

What does the school need to do to improve further?

- Main school
- Raise and sustain attainment to at least the national averages, particularly in English and mathematics, by the end of Key Stages 1 and 2.
- Ensure teaching is consistently good by sharing and developing the best practice so that:
 - all teachers understand and use the features of good teaching to accelerate pupils' progress
 - work is planned more precisely to match the needs of all pupils.
- Early Years Foundation Stage
- Ensure that assessment data is analysed and used rigorously to provide challenging activities to accelerate children's progress.

Outcomes for individuals and groups of pupils**3**

From a low starting point, pupils make satisfactory progress in their learning, with a considerable proportion, including some groups with special educational needs and/or disabilities, making good progress. Pupils' good attitudes and motivation are key factors that contribute to their responding and engaging well in lessons, particularly when they are challenged and presented with fun and stimulating activities.

The school achieved its best results in 2008 when pupils in Year 6 achieved broadly average standards in English. Although pupils generally make better progress in English in both key stages, in 2008, the good achievement at the end of Key Stage 2 masked the considerably below-average results since the last inspection. The 2009 unvalidated test results indicate that the improvements have not been sustained, and there was a sharp decline in mathematics. This drop was reportedly linked to the unavoidable turmoil in staffing over two terms when temporary teachers taught Year 6 classes and there was a dearth of expertise in mathematics. Staffing is now stable in the upper school and swift actions have been taken to increase the school's capacity to teach mathematics. For example, it is a priority in the school plan and the system of 'setting' pupils means that work is better matched to their needs.

The school is energetic in reviewing and researching strategies to ensure that the best approaches are used to improve achievement. This is clearly demonstrated in the

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considerable investment in developing all elements of literacy. While most pupils make satisfactory progress, those of White British heritage in Key Stage 1 and those of Somali and Turkish descent, make slower progress than other groups over time.

Pupils have a very good understanding of staying safe and are conscious about what personal safety means. Pupils are also extremely knowledgeable about maintaining a healthy lifestyle and keeping safe because there is a systematic approach to teaching about all areas of their well-being. There is also a high level of participation in sport and keep-fit exercise during lessons and in the extended school provision. Although pupils' basic skills are not yet at the national averages, the school provides them with a good range of trade and industrial experience, such as the business and work initiatives Entrepreneur Week and the Dreamcatcher project, which involves them working alongside role models. Various initiatives, when combined with pupils' zest for learning, prepare them satisfactorily for the next stage of their education.

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	4
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Senior leaders and managers have worked hard to improve the quality of teaching

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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through monitoring, coaching and training. Teachers create stimulating learning environments and use their good subject knowledge to develop pupils' understanding. They use a good range of strategies and resources effectively to increase pupils' grasp of the work and skilfully intervene regularly to assess how well they are learning before extending their skills. The use of games, ditties and drama are highly effective in accelerating pupils' progress, a point that pupils explained as 'fun' while they are learning. In addition, where the quality of teaching and learning is consistently good, planning is carefully structured and activities build on and extend prior knowledge so that pupils can apply the taught skills accurately. Time is used efficiently and effectively so that there is no slack; feedback from both pupils and teachers is integral to learning and contributes to developing pupils' communication skills and confidence when addressing their peers. Clear questioning underpins these lessons as teachers probe pupils' understanding, consolidate skills and deal with misunderstanding. However, in satisfactory lessons, pupils are not fully stretched; talk is not used as a central activity; new skills and concepts are too complicated and are not fully consolidated; there is insufficient modelling and emphasis placed on developing good basic skills to accelerate progress. Occasionally, not all pupils are drawn into lessons, which affects their progress.

There is generally effective use of teaching assistants and specialist staff to support pupils learning English as an additional language. They work alongside pupils, echoing the teachers and using dual language sensitively and skilfully. The excellent provision for care, guidance and support ensures that the challenging circumstances pupils face do not affect their learning, especially as the school works very closely with parents and external agencies. Pupils' comments on the high-quality support they receive concur with the inspectors' view.

The marking of pupils' work is constructive and helps them to identify how to improve because teachers consistently highlight strengths and weaknesses in pupils' work. The school has devised and implemented sound strategies to track the progress of pupils. Effective use of assessment data has increased accountability, which is linked to teachers' appraisal. Data are analysed regularly and senior leaders take a lead in setting challenging targets for staff to stretch pupils. As a result, older pupils know their 'must, should and could' targets and what they need to do to achieve their National Curriculum levels.

The curriculum is a strength, with outstanding features in the enrichment activities, including links with the wider and international communities. Since the last inspection, the curriculum has been modified to match the needs of all pupils better and there is extensive work on race, culture and identity. There is more emphasis on cross-curricular planning, which enables pupils to see and understand how to apply the taught skills. As a result, pupils are increasingly exposed to a wide range of experiences and are able to build upon their skills and understanding of topics and subjects in the curriculum as they move through the school.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders have a clear vision to raise the attainment of all pupils. Having dealt effectively with the most fundamental necessities of settling pupils into the education system, they are now more sharply focused on dealing with improving attainment, which, so far, has stubbornly not risen to the standard pupils are expected to reach by the end of Year 6. Leaders, including governors, use data rigorously to set challenging targets. For example, they dismiss the predicted 'official' levels based on pupils' starting points and set more aspirational targets, some of which are achieved, particularly in English. Planning for improvement is an increasing strength, as is the use of data to ensure that all groups have equal opportunities to achieve.

Governors are well informed and use their expertise to challenge the school's spending. They are diligent in complying with legislative requirements in relation to all aspects of equalities, including race, gender and disability. They monitor the school's progress and provide good support but are rather reliant on the senior leaders' analysis of performance data.

Safeguarding procedures are secure and actions to protect pupils are embedded. There is good attention to community cohesion, which enables pupils to have an increasing knowledge of their own heritage and of universal values. Plans to improve this area of provision further are comprehensive and based on a careful audit of work. However, the evaluation of the impact of this work is still relatively new.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
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	2

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The effectiveness of safeguarding procedures	1
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

Provision in the Early Years Foundation is satisfactory, with strengths in the quality of care, guidance and support and in the curriculum, which all have a positive impact on the children's good behaviour. As a result, the Nursery is a safe and secure haven which provides children with a solid foundation for their future learning. Well-organised resources and the indoor and outdoor spaces are used to enthuse children to select well-planned activities across all six areas of learning. Consequently, they are keen to learn and work engagingly on a good range of activities. This contributes to their developing independence and demonstration of staying power in selecting and exploring resources properly. Good collaborative planning, positive relationships and the emerging strengths in teaching all contribute to the improving provision and children's enjoyment of the Nursery.

On entry to the Nursery, basic skills are very low but children get off to a sound start because of the effective pre-school links which help them to settle quickly into the daily routines. By the end of Reception, progress is satisfactory. However, since the last inspection, children's skills, particularly in communication, language and literacy, mathematical development and some aspects of personal and social development are below age-related expectations. There is now more emphasis on teaching the linking of sounds and letters and calculation and, as a result, these areas of children's learning are improving. The progress that children make is reviewed regularly but this is at an early stage of development. While there is an increasing awareness of strengths and weaknesses in learning outcomes, the use of assessment to track children's progress is not yet systematic.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents are very positive about the provision offered by the school.

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In particular, they are happy with the level of communication, their children's progress and happiness, and the experiences the school provides for them. Parents are also overwhelmingly supportive of the school and the way it is managed. Although a small minority expressed concerns about behaviour as well as the school not meeting their child's needs or taking account of their views, the inspectors did not find any evidence to support their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wilbury 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 12 statements about the school.

The inspection team received 100 completed questionnaires by the end of the on-site inspection. In total, there are 930 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	59	39	39	1	1	1	1
The school keeps my child safe	48	48	50	50	2	2	0	0
The school informs me about my child's progress	40	40	57	57	0	0	1	1
My child is making enough progress at this school	39	39	54	54	3	3	1	1
The teaching is good at this school	44	44	56	56	0	0	0	0
The school helps me to support my child's learning	30	30	64	64	2	2	1	1
The school helps my child to have a healthy lifestyle	31	31	64	64	3	3	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)	30	30	60	60	4	4	0	0
The school meets my child's particular needs	23	23	63	63	10	10	1	1
The school deals effectively with unacceptable behaviour	32	32	54	54	8	8	1	1
The school takes account of my suggestions and concerns	21	21	63	63	9	9	0	0
The school is led and managed effectively	27	27	67	67	1	1	1	1
Overall, I am happy with my child's experience at this school	53	53	46	46	0	0	1	1

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.



6 November 2009

Dear Pupils

Inspection of Wilbury Primary School, Enfield, N18 1DE

Thank you for welcoming us to your school. We enjoyed sitting in your lessons, meeting and talking with you, sharing lunch and joining the assemblies and play-times. This letter is to let you know what we found out about your work and how well you are doing.

The headteacher and all staff work very hard and they are helping all of you become enthusiastic learners. These are the main strengths of the school's work.

- The quality of care, guidance and support that you get is outstanding.
- There are outstanding practices that make your school a safe and secure place.
- The curriculum is very special, with many opportunities to learn about other cultures, places and events. The enrichment activities are first class.
- Behaviour is good and there are many opportunities for you to take on responsibilities in the school and local community and further afield.
- The headteacher, senior leaders and managers at all levels, and governors are very determined that you will do better.

There are a few things that we have asked the school to do so that you can achieve even better results when you reach Year 2 and Year 6. These are to make sure:

- you all reach higher levels in the national tests, particularly in English and mathematics
- you are given really challenging work so that you can all make faster progress
- staff in the Nursery and Reception check how well children are doing and provide challenging activities to help them make faster progress.

You can help by working with the staff so that you can make even better progress by always attending regularly and continuing to work as hard as you do.

Yours sincerely

Carmen Rodney

Her Majesty's Inspector

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