

Inspection of a good school: Scott Wilkie Primary School

Hoskins Close, London E16 3HD

Inspection dates:

23 and 24 February 2022

Outcome

Scott Wilkie Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspector were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Leaders, pupils and staff are proud of their school. Staff look after and care for pupils very well. Parents and carers particularly appreciate the many sporting activities, extra-curricular clubs and trips that are available to their children.

Leaders have high expectations of what pupils will achieve in all subjects. They have developed and put in place a curriculum that reflects their ambitious goals. Leaders and staff give careful consideration to how best to support all pupils to succeed in their learning.

Leaders make sure that every part of the school day contributes effectively to pupils' learning and wider development. For example, breaktimes and lunchtimes are filled with lots of outdoor activities. These are designed purposefully to promote pupils' social skills and well-being. Pupils also like that they have time to practise their learning together at the start and end of each school day.

Pupils are polite and courteous; they show respect for those around them. Pupils are enthused about their learning. They take pride in being able to explain to visitors what they have learned and how staff support them to deepen their understanding. Pupils said that bullying is very rare. If it does happen, staff deal with any incidents fairly and swiftly.

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

Leaders have developed an ambitious curriculum that meets pupils' needs and ensures that all achieve highly. Each aspect of the curriculum is chosen deliberately to build and enrich pupils' knowledge, as well as foster their excitement about learning. The early years is an excellent example of leaders' curricular thinking. Nursery- and Reception-age

children get off to a flying start. They are supported very effectively to explore and understand key ideas and vocabulary, including those related to the wider world.

Leaders have made sure that reading is a high priority. Pupils learn phonics through a well-structured scheme. They quickly become fluent readers. Leaders share their expertise with staff so that everyone is teaching early reading using the same approach. Pupils who find learning to read more difficult are given additional support. This helps these pupils to overcome any difficulties and swiftly get back on track.

Staff foster a love of reading. Pupils enjoy talking about the books that they have read and their favourite authors. Special events, such as author visits, feature regularly in the curriculum. These are planned to ensure that pupils are introduced to a rich range of books and genres. Pupils enjoy using the new school library during lunchtime and breaktimes. Story times are equally popular. Pupils of all ages sit together, occasionally with a visit from Enzo the school dog, to enjoy sharing books together.

Learning is adapted so that all pupils can get the most out of lessons. Pupils with special educational needs and/or disabilities get individual support to help them learn well in all subjects. Pupils' needs are fully understood. Leaders have identified that limitations in some pupils' vocabulary are holding them back from gaining the knowledge they need in some subjects. Leaders have developed a systematic approach to teaching this vocabulary so that pupils' language development is supported effectively.

Lessons are well planned and sequenced, and teachers check pupils' understanding of what has been taught. For example, in mathematics, concepts are repeated and built on, with tasks chosen to deepen pupils' understanding. Ensuring that pupils practise essential knowledge, including spelling and multiplication facts, is woven through the curriculum. This means that pupils grow in confidence and develop the knowledge needed for their subsequent learning.

High standards of behaviour are evident across the school. The positive behaviour system is known and understood by all pupils and staff. Where pupils need extra support, it is quickly put in place and behaviour improves rapidly.

Parents are overwhelmingly supportive of the school. Many were especially positive about the work that staff did during the COVID-19 national lockdowns. Leaders have found out if any gaps in pupils' learning have developed during this time. They adapted the curriculum to ensure that pupils quickly got back on track with their learning.

Leaders are keen for pupils to experience life in the wider world. They promote pupils' broader development well through a variety of additional activities and opportunities. For example, pupils recently enjoyed the after-school performing arts club. Pupils can take part in a wide range of sports competitions such as the recent tag rugby. They are proud of their achievements.

Staff feel that they are appreciated and valued. They said that leaders do not overburden them with unnecessary workload. Governors and trustees are supportive of the thoroughly researched improvements made by leaders and staff.

Safeguarding

The arrangements for safeguarding are effective.

Pupils said that they feel safe in school. Staff are aware of the risks that pupils may face. Pupils know who to talk to if they have any concerns. The school teaches pupils ways to keep themselves safe, including when online.

Staff receive safeguarding training and updates, for example through regular bulletins. This ensures that they are well informed about and alert to possible signs of abuse. Concerns are reported and acted on quickly. Leaders follow the latest government guidance when recruiting staff and in dealing with any safeguarding concerns. They work closely with external agencies to seek out and put in place effective ways to support pupils' welfare.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders should continue to build on their established and successful work to widen and enrich pupils' vocabulary, including the subject-specific vocabulary that pupils will come across in different curriculum areas.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145365
Local authority	Newham
Inspection number	10213870
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	Board of trustees
Chair of trust	Ms Bola Awoyemi
Headteacher	Keri Edge (Executive Headteacher) Farhathafza Quayum (Headteacher)
Website	www.scottwilkie.newham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Scott Wilkie Primary School joined the Agate Momentum Trust in February 2018.
- Leaders do not currently use any alternative provision for pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the executive headteacher, the headteacher and members of staff. The inspector also met with members of the academy trust and a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each of these subjects, the inspector held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work. Other subjects were also considered as part of this inspection.

- The inspector considered the views of staff and pupils through the Ofsted online surveys.
- The inspector spoke with parents and considered the 20 responses to Ofsted Parent View, including the free-text responses from parents. The inspector also considered correspondence received from parents.
- The inspector observed behaviour in lessons and at lunchtime. He spoke to a range of staff about their views of behaviour, their workload and well-being. The inspector also spoke with pupils to consider their views.
- The inspector spoke with pupils and staff about the school's work to keep pupils safe. The inspector also considered safeguarding records, documentation and the single central record of staff's suitability checks.

Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

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