

Inspection of Edward Wilson Primary School

Senior Street, London W2 5TL

Inspection dates: 25 and 26 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders have developed a culture in the school where everyone is welcome. They have high expectations for all pupils. Adults encourage pupils to be themselves and grow in confidence in order to be successful.

Leaders' development of pupils' character is exceptional. There is a strong focus on celebrating pupils' achievements regularly. This includes a 'kindness medal' award which pupils nominate their class peers to receive for acts of kindness.

Pupils are proud of their school. Staff know all pupils extremely well, which ensures that they are safe and well supported. Pupils are well behaved during lessons and around the school site. This includes in early years where staff help children to follow routines and instructions.

Pupils have access to a wide range of extra opportunities in the school. These include various sports, art and gardening clubs. There is a thriving student council which helps to teach pupils about democracy. Alongside representing pupils' views, the council has also helped raise money for various charities.

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

Leaders have designed a curriculum that is ambitious for all. This includes pupils with special educational needs and/or disabilities (SEND). Leaders ensure that all subjects meet the ambition of the national curriculum, and in places this is exceeded. For instance, all pupils in the school, including in Nursery and Reception, study Spanish.

Leaders ensure that the curriculum for every subject builds up pupils' knowledge over time. In Reception, staff think carefully about how children learn across all areas of learning. Teachers have strong subject knowledge and present information clearly. Sometimes, teachers do not check pupils' understanding and address misconceptions systematically. This means that pupils are not fully ready to learn future content.

Leaders identify pupils with SEND effectively. They ensure specific support is in place for each pupil to enable them to access the full curriculum. For instance, staff support pupils in the visual impairment resource base to follow the same curriculum as others.

Leaders focus strongly on pupils learning to read from the very start of the Reception Year. Staff are trained effectively in the phonics programme. They identify and support pupils who fall behind with early reading. The books that pupils read match the sounds that they know. This helps pupils to develop reading fluency. Teachers read to all pupils every day. Books are well chosen to engage, challenge

and help pupils to develop a love of reading. In Reception, staff develop children's communication and language skills effectively.

Pupils have positive attitudes to learning. Leaders ensure that systems to support pupils' behaviour are clear and effective. Pupils value the 'golden ticket' rewards system. Staff use this to recognise and praise the positive contributions that pupils make. Staff address any low-level disruption quickly, so lessons proceed uninterrupted. In early years, children follow routines sensibly and concentrate on activities.

Leaders have developed an extremely high-quality personal development programme. A well-thought-out curriculum ensures pupils are encouraged to stay safe, happy and healthy, in a sequenced and age-appropriate manner. Pupils access a rich set of wider experiences. They attend a variety of outings each year, including to museums, the zoo and the local library. All pupils in the school visit a different place of worship each year. External speakers regularly visit the school, including a range of children's authors, a road safety organisation and a 'Victorian' group.

Leaders help to look after the health and welfare of staff. They explore strategies where possible to minimise workload. Staff are supported well with their professional development.

Leaders have built extremely strong relationships with parents and carers. They offer a number of parental sessions on themes including online safety and reading. The governing body understands the strengths and priorities of the school and carries out its role effectively. It provides appropriate challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have put clear safeguarding systems in place. Staff identify and report any concerns. There is a strong culture of safeguarding where everyone feels a shared responsibility. Leaders take swift actions to any concerns raised.

Pupils are taught to keep themselves safe and how to recognise and report concerns. Leaders understand the potential local safeguarding risks. They work effectively with external agencies to provide specialist support for pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching does not identify and clarify pupils' misunderstandings. This means that pupils are not fully ready for future content. Leaders should develop

the expertise of all teachers so that they identify and address any gaps in pupils' understanding consistently and in a timely manner.

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.

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	101110
Local authority	Westminster
Inspection number	10268694
Type of school	Primary
School category	Community school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair of governing body	Simon Mair
Headteacher	Darren Guttridge
Website	www.edwardwilson.org.uk
Date of previous inspection	28 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team, and a range of staff. They also met with members of the governing body and a representative of the local authority.
- The inspector carried out deep dives in the following subjects: early reading, mathematics, science and Spanish. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers, talked to pupils, and looked at samples of pupils' work. The curriculum in other subjects was also considered.

- To inspect safeguarding, inspectors met with the designated safeguarding leads, along with pupils and staff. The records of pre-employment checks and other relevant documentation were also reviewed.
- Inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector
Kieran Bird	His Majesty's Inspector
Ben Carter	Ofsted Inspector

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