



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR EDWARD WILSON PRIMARY SCHOOL

Name of School:	Edward Wilson Primary School
Headteacher/Principal:	Katy Lawrence
Hub:	Camden Hub
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	10/11/2025
Overall Estimate at last QA Review:	Not applicable
Date of last QA Review:	24/02/2025
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	25/04/2023

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

Leadership at all levels Effective

Quality of provision and outcomes Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and/or pupils with
additional needs** Leading

Area of excellence Not submitted for this review

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate Effective

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Edward Wilson Primary School is a one-form entry primary school, with two forms in Year 5 and Year 6. It is situated in the ward of Westbourne in the borough of Westminster, which is the second most deprived ward in London.

There are currently 255 pupils on roll, the majority of whom come from families impacted by disadvantage. Over 90% of pupils have English as an additional language (EAL), with the main ethnic groups being Kurdish, Arab, Bangladeshi and Afghan; 89% of pupils are Muslims.

A quarter of all pupils have special educational needs and/or disabilities (SEND). There are 13 pupils in mainstream and a further 14 pupils in alternative resource provisions with an education, health and care plan (EHCP). There are two provisions within the school for pupils with SEND: Little Explorers – for pupils with autism spectrum disorder (ASD); the school also has pupils with visual impairment.

The school takes its name from Edward Wilson who was an explorer, artist, doctor and natural scientist. He lost his life as a key member of Captain Scott's Antarctic Expedition team. Pupils are inspired, challenged and motivated by him through the school's motto: 'To seek, to find and not to yield'. The school's values of respect, community, curiosity, perseverance, kindness and honesty are woven through assemblies and the school's enrichment offer for pupils.

2.1 Leadership at all levels - What went well

- Edward Wilson Primary School is a diverse and highly inclusive community; a caring and happy place to both work and learn. The headteacher leads with passion, drive and energy. She is supported by a strong leadership team who are highly aspirational wanting the very best life chances for their pupils.
- 'Teddy Wilson' is an emblem of the school's vision and values which are at the very heart of the school. As one pupil said, 'It's ok to be different, we accept everyone's answers'. Pupils enjoy being part of Teddy's top table or having tea with Teddy Wilson. Assembly themes focus on behaviour and values so that pupils understand the expectations for behaviour and what these values look like. Pupils take pride in being awarded 'marvellous merits' if they are exhibiting a school value.
- Leaders have worked with teachers to develop a 'shared understanding of excellent teaching' which provides a real focus for learning walks and developing teacher pedagogy.
- Middle leaders talk passionately about developing their individual subject areas. They are actively involved in creating action plans which are part of the

REVIEW REPORT FOR
EDWARD WILSON PRIMARY
SCHOOL

whole school development plan. Support by the leadership team in monitoring and giving feedback builds their confidence. The impact of their actions in monitoring their areas of responsibility are reviewed through the appraisal process. Subject leaders can join network meetings with nearby schools.

- Leaders aim for pupils to get off to a strong start and for families to feel welcomed into the school through building positive relationships. Staff know their pupils and families, so relationships are built on trust.
- Leaders recognise the impact of personal development on building pupils' character so that they become well-rounded individuals and learn to contribute to the world in which they live. The school is currently fundraising for UNICEF so that pupils see themselves as part of the global world. Pupils have been involved in contributing to their community by designing equipment for a local park and managing a community garden. Pupils value opportunities to take on additional roles as school council leaders and behaviour leaders.
- The well-being of both staff and pupils is a high priority. Leaders listen to staff and have introduced 'live marking' to reduce teacher workload. Staff value opportunities to attend religious festivals related to their culture or complete planning time at home.
- The curriculum is enriched by broadening experiences through visits and visitors linked to topics being studied, including visits to the zoo, museums, art galleries and the puppet barge where they were excited to experience a puppet play. Year 5 pupils learn how to rise to new challenges through a residential visit to an outdoor pursuits centre.
- The wide range of extra-curricular clubs are chosen and voted for by pupils including chess, dance, gardening and 'thrive club' led by local church. Pupils engage in a range of sporting activities and tournaments with a strong focus on inclusion so that all pupils can take part.
- Pupils gain an understanding of other religions and cultures through the curriculum and enjoy visits to different places of worship. This enables pupils to compare their own beliefs and celebrations with other religions and events, whilst understanding their role in modern Britain.

2.2 Leadership at all levels - Even better if...

- ... leaders worked to refine and improve assessment systems to provide an overview of attainment and progress for all pupils across the school.
- ... governors were fully involved in regular monitoring to support them in understanding the impact of school improvement actions.

3.1 Quality of provision and outcomes - What went well

- The curriculum is coherently planned and sequenced, supported by knowledge organisers which outline the key vocabulary to be taught. Teachers introduce, encourage and reinforce the use of subject specific vocabulary as pupils articulate their learning. This was evident in both religious education (RE) and computing lessons.
- The spiral curriculum builds on prior learning with a shared understanding and knowledge of what progression looks like within year groups. Subject leaders have created progression maps which outline learning across the school. For example, in computing lessons, core strands are re-visited each year so that teachers build on previous learning skills and knowledge.
- An understanding of e-safety for both pupils and parents has a high priority as many parents have a lack of understanding in how to ensure their child is safe when using technology at home. The computer leader regular runs e-safety workshops for parents, whilst online safety information on the school website is translated into Arabic. E-safety is consistently reinforced during lessons, with particular emphasis on making informed cyber choices in Key Stage 2.
- Reading has a high priority and there is a consistent approach to the teaching of phonics through the Little Wandle scheme; pupils get off to a strong start as early readers. There are varied reading opportunities available for pupils, including visits to the local library and meeting an author, which promotes a love of reading and interest in high quality texts both in and out of school.
- Teachers and teaching assistants work together as a team to maximise the progress of pupils. This enables all pupils to access learning at an appropriate level. Pupils select suitable resources during lessons, helping them build confidence and independence.
- Oracy is promoted as pupils are encouraged to share their ideas. They share their writing with partners, acting as author readers which supports them in editing and improving their writing. Spelling and grammar are taught and incorporated in context so that pupils understand how to use these correctly. For example, Year 4 pupils used powerful adjectives and expanded noun phrases to write their reports about the rainforest. Teachers use 'live marking' to assess writing and provide feedback to pupils. Additional input is provided if there are common misconceptions.
- Recently, there has been greater emphasis on promoting high quality handwriting and presentation so that pupils take greater pride in their work. Younger pupils engage in activities to promote fine motor skills, whilst older pupils work towards gaining their pen licence.
- Within lessons, teachers demonstrate strong subject knowledge across a range of curriculum areas. There is a clear structure to lessons including opportunities to recap at the start of each lesson and modelling. Teachers use questioning to check understanding and make assessments. 'Marvellous

**REVIEW REPORT FOR
EDWARD WILSON PRIMARY
SCHOOL**

mistakes' are celebrated by teachers and used to address misconceptions, enabling pupils to feel safe to take risks.

- Pupils are focused and engaged in lessons. With positive relationships, pupils show respect for adults and each other. They exhibit good manners by holding doors open and celebrating the achievements of their peers.
- The whole school approach to promoting high attendance and punctuality has resulted in attendance which is in line with national averages. Rigorous systems are in place to follow up persistent absence and attendance is celebrated.
- Pupils enter the school with a low baseline in Early Years Foundation Stage (EYFS) but make good progress as they progress through the school. Historic outcomes at the end of Key Stage 2 show that pupils attained significantly above national averages both at age-related expectations and greater depth in reading, writing and mathematics. The results were in the top 15% across the country.

3.2 Quality of provision and outcomes - Even better if...

- ... teachers provided a greater balance between reading and extended writing opportunities within English lessons so that pupils were able to include features of the text they had been studying in their own writing.
- ... the use of talk partners was enhanced to promote high levels of oracy in lessons.
- ... adults within the EYFS teaching team intervened at appropriate points to ensure that all groups of children were highly engaged in purposeful activities and involved in extending their learning.

4.1 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - What went well

- This is a highly inclusive school. The vision for the school is to become a centre of excellence for SEND, with several members of staff undertaking the NPQ SENCo qualification. Robust leadership ensures that pupils with SEND, both within the mainstream setting and specialist resource provision, engage in meaningful learning with adaptations made to meet their needs.
- Senior leaders discuss the progress of all pupils, including pupils with SEND, at termly pupil progress meetings. As a result, provision maps outline the next steps and additional support for individuals and groups of pupils, either in

REVIEW REPORT FOR
EDWARD WILSON PRIMARY
SCHOOL

class or through interventions. Pupils participate in various intervention programmes, such as Confident Communicator and Lego Therapy.

- Pupils with the highest needs have access to a broad curriculum, including physical education (PE) lessons with the PE leader. Pupils with SEND make good progress from their starting points and in developing their speaking and listening skills. For example, in a PE lesson, pupils were all fully included and supported in following clear instructions; as a result, they were engaging actively.
- There are very positive relationships between adults and pupils. Because of this, staff are very aware of triggers for potentially difficult behaviour and moments of dysregulation. The use of Makaton aids pupils' communication and reduces frustration. Staff confidently apply effective strategies after continuing professional development (CPD) in the PACE approach—playfulness, acceptance, curiosity, and empathy—to foster a supportive learning environment.
- The SENCo accesses external agencies and specialist support, when appropriate, including educational psychologist, speech and language therapists, occupational therapist and the visual impairment team. These provide the school with further strategies to support pupils with SEND.
- The pupil premium grant is used to ensure that disadvantaged pupils have the same opportunities as their peers. For example, they are provided with free places in the after-school club and books through their engagement in the Young Readers programme. Disadvantaged pupils attain above other disadvantaged pupils nationally.

4.2 Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs - Even better if...

- ... leaders of SEND provided opportunities for pupils with high levels of need to develop their independent writing.

5. Area of Excellence

The school did not propose an area of excellence for this review.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings

REVIEW REPORT FOR EDWARD WILSON PRIMARY SCHOOL

with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the partnership of schools and trusts including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national partnership of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)