

Inspection of Wilbury Primary School

Wilbury Way, Edmonton, London N18 1DE

Inspection dates: 18 and 19 April 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

This is a very welcoming and nurturing place to learn. Pupils treat each other, staff and visitors with respect. The atmosphere around the school is calm and purposeful. This is because there are clear and consistent routines and high expectations from staff.

Pupils conduct themselves incredibly well in class and during social times. Throughout the school, they show positive attitudes towards their learning and work hard to demonstrate the school's values of resilience and kindness.

Pupils understand what bullying is. They know how to report any incidences that might arise. Staff resolve any problems quickly. Pupils feel happy and safe because they know adults will listen to them if they have any worries.

Pupils take pride in their leadership roles. For example, some pupils are 'playground buddies' who find friends for those who might need someone to play with in the playground.

Leaders value pupils' opinions. For example, pupils in Year 5 worked with leaders to make the outdoor space even better. Pupils presented their ideas for a forest garden, and now the school has an edible garden. Leaders provide a range of clubs, including choir, dancing and African drumming club. These activities support pupils to develop their talents and pursue their interests.

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

Leaders prioritise the teaching of early reading. Leaders and teachers want every pupil to learn to read fluently and without delay. The teaching of early reading starts as soon as children join in the early years. Training is provided for staff, and this means that they have the expertise needed to deliver the early reading curriculum.

Staff check the sounds that pupils know regularly. Any pupils who are finding reading difficult are identified and given the help they need to catch up. Pupils are given books that are matched to the sounds that they know. This helps them to apply their knowledge of sounds with developing fluency and confidence. Pupils enjoy reading here. Teachers prioritise daily story time sessions, which pupils enjoy. Children in the early years, including those in the two-year-old provision, perform stories and rhymes from memory with enthusiasm and excitement.

Leaders have established an ambitious and well-structured curriculum. They have identified what they want pupils to learn from the two-year-old provision to Year 6, and broken this down into small logical steps. For example, children in Reception use cubes to add two numbers together. They count the number of cubes accurately and can explain their thinking because they have previously been taught what each number represents. Children are given opportunities to practise early mathematics

skills independently, and adults encourage them to use mathematical words such as 'taller', 'shorter', 'height' and 'measure'. This supports children's readiness for Year 1.

Leaders make sure that staff have secure subject knowledge so they can deliver the curriculum effectively. This includes staff in the early years. Teachers deliver curriculum content clearly and pupils achieve well. Teachers address pupils' misconceptions and provide effective support when it is needed. However, in a few subjects, pupils find it difficult to remember previously taught concepts and vocabulary and link this to their new learning. As a result, some pupils have gaps in their learning.

Pupils with special educational needs and/or disabilities (SEND) are supported effectively so that they can access the curriculum. Leaders work closely with staff and other professionals to meet the needs of pupils with SEND, including children in the early years. Experts provide training and support for teachers and teaching assistants. Leaders and teachers adapt their teaching and resources effectively so that pupils with SEND learn well.

Pupils behave extremely well in lessons. They are highly motivated and want to do well. This means that learning is not interrupted by poor behaviour. Pupils are taught how to manage their feelings. This starts in the two-year-old provision. Personal, social, health and economic education is well structured. Pupils are taught about different types of families and about permission and consent in an age-appropriate manner. Leaders aim for pupils to become responsible and respectful citizens. Pupils are taught about tolerance and respect and about how everyone has the right to equal and fair treatment. They are taught to value and consider the opinions of others. For example, pupils in Year 5 debate and discuss the advantages and disadvantages of The Three Gorges Dam in China.

Leaders have created a happy and inclusive environment for staff and pupils. Staff are proud of the school and value the support they receive from leaders to fulfil their responsibilities. Leaders value the opinions of staff and work hard to make sure their workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is given priority here. Staff are well trained. They understand and follow procedures for reporting any concerns. Leaders respond quickly to concerns raised. They engage with external safeguarding partners so that families and pupils receive the support they need. Regular updates ensure that staff are aware of the risks pupils may face in the local community.

Safer recruitment procedures are followed, and robust pre-employment checks are carried out.

Leaders invite visiting speakers to talk to pupils about the importance of keeping safe within and beyond school. This supports pupils' understanding of how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

In a few subjects, pupils find it difficult to remember key concepts and vocabulary that they have been taught before. This means that they are not able to link new learning to what they have been taught before, and some pupils develop gaps in their learning. Leaders need to ensure that teachers help pupils to retain knowledge, skills and vocabulary over time, so that pupils can apply what they know in new and more complex contexts.

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	146900
Local authority	Enfield
Inspection number	10268143
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	820
Appropriate authority	Board of trustees
Chair of trust	Jenny Tosh
Headteacher	Lisa Wise
Website	www.wilburyprimaryschool.org.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Wilbury Primary School converted to become an academy school in April 2019. When its predecessor school, Wilbury Primary School, was last inspected by Ofsted, it was judged to be good overall.
- Wilbury Primary School is part of the Children First Academy Trust.
- The school has provision for pupils with social, emotional and mental health needs. There are currently nine pupils enrolled in this provision.
- The school runs a breakfast and after-school club.
- The school makes use of one registered alternative provision.
- The school has a provision for two-year-olds.

Information about this inspection

The 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 held meetings with the headteacher and members of the senior leadership team to discuss school development.
- Inspectors met with representatives of the local governing body, the trustees and the chief executive officer. They also met with a representative of the Haringey Educational Partnership.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding, pupils' personal development, attendance and behaviour.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- Inspectors also spoke to leaders and looked at samples of pupils' work in Spanish, science and computing.
- The views of parents and carers and staff were also considered, including through Ofsted's surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

Inspection team

Deborah Walters, lead inspector	His Majesty's Inspector
Janice Howkins	Ofsted Inspector
Rutinderjit Mahil-Pooni	Ofsted Inspector
Chris Harrison	Ofsted Inspector

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