

Winton Primary School

Inspection report

Unique Reference Number	100428
Local Authority	Islington
Inspection number	354847
Inspection dates	13–14 October 2010
Reporting inspector	Martin Beale

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	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Katherine Heffernan
Headteacher	Penny Spencer
Date of previous school inspection	10 September 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons, seeing nine teachers at least once, and held meetings with staff, groups of pupils and the Chair of the Governing Body. Informal discussions were also held with parents and carers as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and improvement plans. The team analysed 66 questionnaires returned by parents and carers, 75 responses to the pupils' survey and 15 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What impact is the school's action having on raising achievement in mathematics?
- Can the school demonstrate that the action it takes to improve teaching has an impact on learning and the pupils' progress?
- How well do teachers meet the needs of all pupils in their classes, including providing greater challenge for the more able?
- How effectively does the school support the learning and progress of pupils with special educational needs and/or disabilities?

Information about the school

Most pupils in this average-sized primary school are from minority ethnic backgrounds, with over a half being from either Bangladeshi or Somali backgrounds. More than two thirds are from homes where English is spoken as an additional language. The majority of pupils are known to be eligible for free school meals and considerably more pupils than in most schools join or leave other than at the usual times. The proportion of pupils with special educational needs and/or disabilities is well above average. Their needs are mostly associated with learning difficulties related either to speech and language or to behaviour. Children in the Early Years Foundation Stage are taught in a Nursery and a Reception class, and all pupils in the main school in mixed-age classes. The school has received the Activemark award and has achieved Healthy Schools status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Winton Primary is a good school. It has improved considerably and is in a strong position to continue its upward path. This is because of the clear direction and high expectations of the headteacher and her senior leadership team. They set challenging targets for the school, for staff, and for individual pupils; they provide the support needed to enable everyone to achieve them. The headteacher has built a reflective staff team, whose members are keen to improve their practice and who share her drive for higher standards. They are supported by an increasingly effective and challenging group of governors.

The school provides a warm and welcoming environment for pupils, and places their health and safety at the heart of its work. The strong commitment to reducing barriers to the learning of all pupils, but particularly those whose circumstances might make them more vulnerable, is shared by everyone in the staff team. This is reflected in the outstanding quality of care, guidance and support provided. This includes working closely with families where appropriate and actively seeking expert advice from others if needed. As one parent commented, 'Not only is everyone interested in my child's learning but they go the extra mile to support families.'

Children make good progress in the Nursery and Reception classes in all areas of learning. They learn in an exciting and interesting environment, which is rich in stimulating resources and opportunities to develop their language skills. Outstanding leadership of a team constantly reflecting on how to improve provision is a key factor here.

This good start is built on increasingly effectively across the rest of the school. Pupils make good progress from Years 1 to 6, and attainment is average and rising by the time they move on to secondary school. The pupils' experiences are made more memorable on a daily basis by linking learning in subjects through a series of carefully planned themes. Teachers make learning interesting while doing their utmost to meet the needs of pupils of different ages and abilities in their classes. This enables pupils with special educational needs and/or disabilities to make good progress not just academically but also towards targets related to their behaviour and personal development. The school is not having the same consistent success in extending the learning of the more-able pupils either in lessons or through additional programmes to develop their talents. For example, the attention paid to sharpening basic skills in mathematics has enabled more pupils to work securely at the level expected for their age, but has not always encouraged the more able to explore and investigate ideas and concepts sufficiently.

Pupils from a wide range of backgrounds work and play happily together, helping to generate a friendly yet purposeful atmosphere throughout the school. They respect diversity around them, develop a sharp understanding of their immediate locality and broaden their awareness at a global level. However, they have a more limited understanding of the lives of others in this country beyond their immediate area.

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Rigorous monitoring and challenging targets underpin incisive planning focused on raising pupils' achievement. The thorough and detailed evaluation of the school's performance and the analysis of data enable everyone to have a clear and accurate picture of the school's strengths and where there is scope for improvement. There is much evidence to show that action has led to improvements in teaching, learning and pupils' progress. Given its recent record and the strength of leadership, the school has good capacity for further improvement.

What does the school need to do to improve further?

- Accelerate the progress of the more-able pupils by:
 - focusing lesson planning and teaching more sharply on their particular learning styles and needs
 - providing more programmes to develop their specific talents.
- Provide increased opportunities through the curriculum to broaden the pupils' understanding and awareness of people's lives in the United Kingdom beyond their immediate locality.

Outcomes for individuals and groups of pupils

2

Pupils rapidly develop their skills and understanding from levels well below those expected for their age on entry. They concentrate and persevere with tasks set, because they are clear about the purpose behind what they are doing. They also respond well to their teachers' expectations by behaving well in lessons, and most pupils with behavioural difficulties are improving towards their targets. These features were seen in a Years 5 and 6 mathematics lesson, for instance, when pupils were very attentive and readily shared their ideas with a partner. As seen in many other classes, they worked with great concentration and enthusiasm on the tasks set.

Pupils apply their basic skills well across subjects, such as when the oldest pupils wrote diary entries of a slave being transported by ship from Africa. They develop teamwork skills and greatly enjoy sharing their thoughts in discussion with each other. Through their immersion in an environment rich in talk and language, pupils new to speaking English develop skills quickly and are able to participate fully in lessons.

Concerted action by the school has resulted in improvements in attendance over the last few years. Pupils behave well and are considerate towards each other. They follow staff requirements of them quickly. They enjoy the opportunity to learn about others offered by the range of cultures represented in the school. Racial harmony is a great strength. Pupils say they feel safe in school and that adults care for them, which is a view echoed by their parents. Pupils understand the importance of a balanced diet and exercise for their future health and thoroughly enjoy participating in a wide range of physical activities. Pupils make a valuable contribution to the school, including in the resolution of conflicts as peer mediators. They value their voice in school developments and are active in support of the local area. Their concern for the global community is reflected in the funds they raised both to support a school in Zambia and so that they could buy and protect an area of the rainforest.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

There is much lively teaching that drives pupils' learning forward at a good pace and generates great enjoyment, such as in an interesting series of starting activities in a Years 1 and 2 mathematics lesson. Resources, including new technology, are used creatively to engage the pupils in lessons and to provide opportunities for learning through practical experiences. By the careful use of assessment information, teachers plan to meet the needs of different ages and abilities in their classes, but do not always ensure that the more-able older pupils are fully stretched. They adapt lessons in the light of the pupils' responses and question with skill to check and probe their understanding. Marking helps pupils to see how to improve their work, particularly when they are given time to respond to their teacher's comments. Pupils enjoy assessing their own progress but have less chance to assess their classmates.

The good focus on developing basic skills, such as the promotion of writing through topics, has a significant impact on the pupils' achievement. Adaptations are made and additional programmes provided to support pupils who need help with their literacy, but provision for pupils with specific talents has received limited attention. The topic themes adopted are greatly enjoyed by the pupils and add much interest to their learning. Their experiences are broadened through a wide range of other activities, with visits such as to London museums used to stimulate learning in the topics. Provision for physical education and sport is enhanced by expertise from outside the school, and other school clubs enrich

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learning. This and the promotion of healthy eating are reflected in the school receiving the Activemark award and achieving Healthy Schools status.

The attention to detail and rigorous procedures to check academic and personal development mean pupils are known individually so that carefully tailored support can be provided to meet their particular needs. This includes the thoughtful deployment of staff with specific skills, very well-planned intervention programmes and guidance provided through seeking the expertise of outside agencies. This support is particularly effective for pupils who have emotional and behavioural difficulties and pupils whose circumstances make them more vulnerable. Sensitive arrangements smooth entry for pupils who arrive mid year, particularly where their English is limited.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

The headteacher and deputy headteacher are ambitious for the school and have established a very clear direction based on a drive to raise attainment. This commitment is shared by a cohesive staff team all very keen to improve their own performance and tackle identified weaknesses. The school can point to many instances where it has worked with success to support individual teachers in the next steps in their development. As a result teaching has improved and with it the pupils' learning and progress.

The promotion of equality of opportunity is at the heart of the headteacher's vision. The careful analysis of assessment and other data is used not just to establish plans to improve the achievement of pupils in each year group, but also to spot if any gaps are emerging between different groups. As a consequence of action taken, there are no patterns to any variation in achievement by gender or ethnicity.

Governance is satisfactory and improving. The governing body ensures that statutory requirements are met, and that everyone is kept safe in school through the rigorous implementation of policies and by carefully vetting all those who work in the school. The governing body supports developments and understands the school's strengths and where improvement is needed, but is not always strategic in its thinking or systematic in monitoring.

The determination to tackle discrimination and promote harmony has led to a highly cohesive and happy school community. Staff and governors are keenly aware of the school's context. They consider carefully how to engage with and support cohesion within the local community through forging links with a wide range of local groups. They provide much valued support for parents by advising them how to support their children at home,

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and by providing opportunities for them to develop the skills of those looking to return to work. The school could not extend the curriculum or support the well-being of the pupils without the close links developed with other agencies.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Strong links with home help to give the children a smooth and untroubled start to their school life. This, coupled with inspirational leadership, a relentless drive for excellence and high-quality teaching, supports their good progress and their rising attainment which is now broadly average by the end of Reception. The children feel secure because of the rigorous attention paid to ensuring their safety.

The adults in both classes have a very clear understanding of how to support the learning of these young children and plan activities that move them forward in all areas of their learning. The strong focus on developing language skills allows the children to grow in confidence. Relationships are very constructive and the children are happy to engage with adults as they learn. The adults, particularly in Reception, are skilled at questioning the children and knowing when to intervene to move learning forward. Children work effectively in groups and independently. Behaviour is good and children cooperate well with each other.

There are some excellent aspects to provision in Reception, while the new team in the Nursery is developing well. Robust and ongoing assessment of the children is used to plan interesting and well-resourced activities that reflect both the backgrounds and the particular needs of the children. This also enables any children who need additional support with either their language or learning to be identified at an early stage. Activities link learning inside and outdoors, with a judicious balance of those led by adults and opportunities for the children to develop ideas themselves. Levels of concentration are

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high and several Nursery children concentrated for a considerable time either cutting tomatoes or when using construction equipment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The number of responses to the questionnaire was typical of most other primary schools and the level of parental satisfaction is above average in response to almost all questions. The inspection supports the positive views of parents and carers about how their children are kept safe in school and the way they are informed about their progress. The inspection team's findings endorse parents' views that teaching is good and that their children are making good progress. Inspection evidence does not support the views of a small number of parents that the particular needs of their children are not met or that the school is not well led and managed. The inspection team also found no evidence to support the views of a small number of parents that unacceptable behaviour is not dealt with effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winton 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 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	59	25	38	1	2	0	0
The school keeps my child safe	38	58	24	36	3	5	1	2
My school informs me about my child's progress	29	44	36	55	0	0	0	0
My child is making enough progress at this school	28	42	34	52	3	5	0	0
The teaching is good at this school	35	53	31	47	0	0	0	0
The school helps me to support my child's learning	26	39	34	52	5	8	0	0
The school helps my child to have a healthy lifestyle	28	42	32	48	3	5	2	3
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)	24	36	39	59	2	3	0	0
The school meets my child's particular needs	20	30	39	59	5	8	0	0
The school deals effectively with unacceptable behaviour	18	27	37	56	4	6	4	6
The school takes account of my suggestions and concerns	21	32	40	61	2	3	1	2
The school is led and managed effectively	29	44	28	42	6	9	0	0
Overall, I am happy with my child's experience at this school	34	52	28	42	3	5	1	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



15 October 2010

Dear Pupils

Inspection of Winton Primary School, London, N1 9AZ

Thank you all very much for your friendliness and help when we visited your school recently, for making us feel welcome and for being so ready to share your thoughts with us. We had a chance to talk to quite a lot of you and we have told your teachers that you were very helpful and polite. We agree with you that Winton Primary is a good and improving school. You clearly enjoy school and we agree with you that your teachers take outstanding care of you and do the utmost to keep you safe. Your behaviour is good, and we were impressed by the way you take on responsibilities such as peer mediators or raise funds for the school in Zambia. Your attendance has improved in recent years. Well done for this and please keep it up.

The youngest of you get off to a good start in the Nursery and Reception. The rest of you make good progress during your time in school, learning the skills you need for the future. Those of you new to English develop your skills well and soon make similar progress in all subjects as others in your classes. This is because you are taught well and have interesting things to learn, particularly through your topics. Those of you who find learning more difficult also make good progress because of the support you receive.

Everyone is trying hard to make the school even better. There are two things in particular we have asked the teachers and other adults to do.

- Make learning more challenging for those of you who find learning easy.
- Provide more opportunities for you all to find out about the way of life of other people in our country.

You can play your part in helping the school to get even better by continuing to work hard. Well done for showing pride in your school.

Yours sincerely

Martin Beale

Lead inspector

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