

Winston Way Primary School

Inspection report

Unique reference number	131628
Local authority	Redbridge
Inspection number	381380
Inspection dates	29–30 May 2012
Lead inspector	Jeanie Jovanova

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	671
Appropriate authority	The governing body
Chair	Vanessa Malik
Headteacher	Mark Mahoney
Date of previous school inspection	25–26 November 2008
School address	Winston Way Ilford IG1 2WS
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Age group	3–11
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Introduction

Inspection team

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Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 39 lessons taught by 24 teachers. They held meetings with staff, pupils and a representative of the governing body. They observed the teaching of phonics (letter patterns and the sounds they represent), evaluated work in pupils' books and listened to pupils read. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection and looked at documentation relating to safeguarding and child protection, the school's self-evaluation, the school development plan, the governing body minutes, notes of visits from external advisers, the results of a behaviour audit, and data relating to pupils' performance. They analysed the results of the 168 questionnaires returned by parents and carers, as well as those completed by pupils and staff.

Information about the school

This is a larger-than-average primary school. Since opening in 2007, it has expanded rapidly, doubling its number on roll in the last four years. Almost all pupils are from minority ethnic backgrounds, mainly Bangladeshi, Black African, Indian and Pakistani. Nearly all of them speak English as an additional language, with a small minority at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is much higher than the national average, as is the proportion of pupils joining or leaving the school other than at the usual times. For a considerable proportion of these pupils, especially those in the older classes, this is their first experience of schooling. The proportion of pupils supported by school action plus or with a statement of special educational needs is lower than the national average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. Since the last inspection, there has been a sharp increase in the number of staff. The senior leadership team has expanded and the Chair of the Governing Body is a new appointment. The Children's Centre on site, which is managed by the governing body, is subject to a separate inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Parents and carers appreciate the approachable, friendly staff and say that the headteacher finds time to listen to their concerns. It is not outstanding because teaching does not consistently promote rapid progress in all subjects and year groups.
- Most pupils make good progress from their much-lower-than-expected starting points and attainment at the end of Key Stage 2 is now broadly average in English and mathematics. In a few lessons, tasks are not matched precisely enough to pupils' needs for all pupils to make the rapid progress of which they are capable.
- Overall, teaching is good. Teachers have strong subject knowledge and regularly check pupils' understanding as lessons proceed in order to make adjustments where necessary. Marking clearly identifies where pupils have met their targets and where amendments need to be made. However, teachers do not always indicate pupils' 'next steps' and there are limited opportunities for pupils to respond to such developmental marking. Communication and mathematical skills are taught across a range of subjects. However, opportunities are sometimes missed to reinforce these skills as rigorously in, for example, geography, as in English and mathematics lessons.
- Pupils are courteous, polite and welcoming. They show positive attitudes to learning and make independent choices about how to approach tasks and use their learning time effectively. Attendance has improved since the last inspection and is currently in line with the national average.
- Senior leaders have a good awareness of the strengths of the school and are open and accurate about where there is need for improvement. They are well challenged by the governing body and work closely with the staff to manage performance. The good systems for evaluating the quality of teaching provide teachers with helpful and precise guidance on how their lessons could be

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improved. They have been successful in effecting a range of improvements since the last inspection.

What does the school need to do to improve further?

- Ensure greater consistency in the quality of teaching so that, by December 2012, it promotes equally rapid progress for all pupils across all subjects by:
 - matching tasks more precisely to the full range of pupils' needs in each class or group
 - using the opportunities that exist across the curriculum to reinforce features of communication and mathematical skills with the same rigour applied in English and mathematics lessons
 - creating opportunities for pupils to respond to marking which identifies the next steps needed for their learning to accelerate further.

Main report

Achievement of pupils

Pupils across the school make good progress in most subjects because teachers have high expectations of achievement and presentation, explain tasks clearly and expect pupils to justify their answers. Pupils know that they cannot give incomplete or incorrectly structured responses. In a Year 6 writing lesson, pupils were keen to explain the precise meaning of such terms as 'complex sentence' and 'rhetorical question'. Consequently, attainment at the end of Year 6 is broadly average. The responses of parents and carers, and pupils, in the school show that they feel positive about learning.

Children enter the Early Years Foundation Stage with skills that are much lower than those of typical three-year-olds, particularly in calculation. As a result of good teaching, an effective system of monitoring and recording individual progress, and a well-structured learning environment, children make consistently good progress across the Nursery and Reception classes. They enter Year 1 with skills in communication and mathematics that are broadly in line with national expectations. Pupils make good progress in writing and mathematics across Key Stage 1, but their progress in reading is inconsistent, so attainment in reading, although improving, remains broadly average at the end of Year 2. There is a structured programme for the teaching of reading, starting with phonics and moving right through to sophisticated comprehension techniques by the time pupils reach the upper phase of Key Stage 2. This has allowed those pupils who joined the school with very varied starting points at times other than in the Nursery or Reception Year to make rapid gains. Attainment in reading, as well as in writing and mathematics, at the end of Year 6 is now in line with most schools and rising because previous underachievement is being successfully eradicated. This represents good progress for these pupils from their low starting points.

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Overall, different groups of pupils do well. The school has been successful in narrowing the gaps in attainment for pupils known to be eligible for free school meals, pupils of Bangladeshi and Pakistani backgrounds, and those who speak English as an additional language, who now attain more highly than all pupils nationally. Disabled pupils and those with special educational needs also make good progress because interventions are targeted effectively at their needs.

Quality of teaching

The teaching with the greatest impact on pupils' learning and progress shows a number of common features. These include high expectations and work that is challenging yet achievable, together with a brisk pace that kept all pupils engaged. Well-organised learning environments, with targets and prompts on the walls, ensure pupils know what they are learning and how to move forward. In addition, the use of 'mini plenaries' allows pupils to refocus their learning and teachers to clarify any misconceptions or introduce an extra level of challenge. Not all teaching shows these good features, with the result that learning and progress in a few lessons is satisfactory rather than good. A strong focus on speaking and listening skills enables pupils to expand their vocabulary and become excited about the new, and often complicated, words they use, both in their speech and in their writing. For example, in the Nursery, staff used the opportunity of making 'play dough' together to ask questions which allowed pupils to use descriptive language and develop some specific vocabulary about 'texture'. Teachers expect pupils to work well together, often using talk partners and paired work to good effect. These opportunities support pupils in developing the skills crucial to successful social interaction. Pupils, parents and carers agree that teaching is good.

The teaching of reading is effective. A well-structured programme ensures that pupils are grouped according to their ability and move through the phases at a pace which matches their needs. Additionally, pupils have access to books in class and in the library, which they read avidly. In discussions with inspectors, pupils said they enjoyed reading and will continue to read for pleasure when they leave school.

Disabled pupils and those with special educational needs achieve well because their progress is closely monitored and interventions are evaluated as to their effectiveness. Additional adults are deployed well to support the progress of these and other groups of pupils at risk of underachievement.

Marking is thorough in evaluating pupils' work against both long-term targets and the learning objective of that lesson. On occasions, there are too few comments indicating the next steps in pupils' learning and insufficient opportunities for pupils to respond to teachers' comments.

Teachers understand that learning is more effective when it makes connections across different subjects. Using a 'big question' as a vehicle, they are becoming increasingly adept at ensuring that communication and mathematical skills are built

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into other learning. For example, pupils in Year 1 were writing a questionnaire to take with them on a trip to a local village. This supported their understanding of how questions are phrased in English and gave them a strong incentive for writing. In a Year 3 class, pupils learning about social skills used persuasive language when trying to resolve hypothetical conflict situations. They made great gains in their ability to choose precise and effective phrases. However, where teaching is less effective, the opportunities inherent in the curriculum are not exploited well enough for pupils to make the same gains in those skills across all subject areas.

Behaviour and safety of pupils

Staff manage pupils' behaviour well so that it is typically good in lessons and around the school, and parents and carers recognise this. Playtimes are cordial and collaborative experiences where pupils appreciate the resources they have and make confident choices about how to use them. Relationships are good. For example, pupils offer to fetch each other's cutlery or dessert when in the dining room and make sure newer or younger pupils always have someone to play with. Pupils have positive attitudes to learning, telling inspectors they love to learn, especially reading and writing. They can articulate confidently what helps them learn and show independence and resilience in approaching tasks.

In discussion, pupils say that instances of bullying are rare, and the school's record-keeping supports this view. They clearly understand what constitutes different types of bullying, and quote the potential for cyber-bullying as an example. They know they can approach teachers or put their concerns into anonymous 'worry boxes' so issues are dealt with effectively. Most pupils feel that the school keeps them safe, and their parents and carers agree.

Successful measures have been put in place to encourage and celebrate good attendance. A new pastoral care worker has been appointed and the impact of her work with families who have found getting to school regularly a challenge is already being felt in terms of both increased attendance and improved punctuality.

Leadership and management

Leaders and managers have focused relentlessly on securing improvements since the last inspection. For example, the curriculum is now good, attendance has risen and attainment has improved. As the school has expanded, senior leaders have developed middle leaders well so are now able to devolve localised responsibility for pupils' outcomes to increase capacity within school. These developments demonstrate the school's strong capacity to improve further. Leaders and managers at all levels are totally committed to ensuring there is no discrimination and that there is equality of opportunity, shown by their meticulous analysis of the progress of different groups, and the successful steps taken to ensure good achievement.

Self-evaluation is accurate. A strong focus on improving the quality of teaching, underpinned by a rigorous monitoring system, accurately identifies the profile of

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teaching in the school and details the steps needed to make relevant adjustments. Professional development opportunities are closely tailored to the needs of individual teachers. In this way, the management of performance is highly effective in securing improvements year-on-year in the quality of teaching and pupils' achievement. Transition arrangements are good. Staff link with the Children's Centre and with local secondary schools, and make home visits, to ensure pupils feel really positive about starting school and moving on. The governing body presents a high level of challenge, based on their thorough understanding of data about pupils' performance. Their training in matters such as child protection and safer recruitment is regularly updated, and they ensure that all statutory guidelines for safeguarding are met.

The curriculum has been developed well since the last inspection. A good range of after-school clubs are well attended. Trips and visits are carefully planned to enhance learning. The school also invites a range of visitors in to broaden pupils' cultural horizons. A trip to the Royal Academy to see the David Hockney exhibition was followed up by an 'artist in residence' who supported pupils to produce stunning artwork of a standard and maturity beyond their years. A strong emphasis on deep questions and a celebration of the diverse nature of the school community all contribute effectively to promoting pupils' spiritual, moral, social and cultural development.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

31 May 2012

Dear Pupils



Inspection of Winston Way Primary School, Ilford IG1 2WS

Thank you for helping inspectors to learn more about your school in our recent visit. We understood why your responses in the questionnaires were so positive and agree with you that you go to a good school.

These are some of the best things we found.

- You make good progress overall.
- You are very positive about the teaching you receive, and we agree that it is good.
- You behave well and are respectful to each other and to the adults who help you.
- You are enthusiastic about learning, particularly reading and writing.
- You understand what helps you in your learning and you work well independently.
- You like to learn new words and use them well in your speaking and in your writing.

To make things even better, we have asked your school to improve teaching so that you all make good progress in all lessons. We would like your teachers to:

- give you work that exactly matches your needs
- remind you of reading, writing and mathematical skills when you are learning in other subjects
- make sure that their marking indicates the next steps you need to take and gives you the opportunity to make comments about your learning.

All of you can help by telling teachers if work is too easy or too hard and by acting on the next steps they suggest in their marking.

We wish you all the very best for the future.

Yours sincerely

Jeanie Jovanova
Lead inspector

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